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ABSTRACT

A survey of the 9,949 senior students in the business administration and economics programs of the Open Education Faculty (distance education) was conducted during the 1985-86 school year to obtain information on their social and socioeconomic characteristics. Usable responses were received from 8,382 students. The questionnaire sought information on the geographic regions where the students live as well as their sex, age, marital status, quality of the places where they live, whether they work outside the university, and their financial resources. It was found that 15% of the Open Education Faculty students are more than 25 years old, 59% work at a job, 13% are married, 35% are financially supported by their families, approximately 30% live in towns and villages, 29% are females, 71% are males, and 60% are enrolled in the economics program and 40% in business administration. Three tables highlight findings on the educational level of the students' mothers and fathers; their parents' monthly income; and the period of time the students spend working and studying. Thirteen of the 14 references are in Turkish. (ALF)

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SOME CHARACTERISTICS OF THE FIRST SENIOR STUDENTS OF THE ANADOLU UNIVERSITY OPEN EDUCATION FACULTY IN 1985-86 EDUCATIONAL YEAR (Turkish Case)

by dr. UĞUR DEMİRAY

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SOME CHARACTERISTICS OF THE FIRST SENIOR STUDENTS OF THE ANADOLU UNIVERSITY OPEN EDUCATION FACULTY IN 1985-86 EDUCATIONAL YEAR -Turkish Case-

Introduction

This study deals with the information on the social and socio-economic conditions of the Open Education Faculty senior students' in 1985-86 Education year.

There were 9949 senior students in the Open Education Faculty "Economic" and "Business Administration" programs in 1985-86 term. All the senior students were given the questionnaires. 8771 students mailed the questionnaires back. 389 out of 8771 questionnaires were not included in the research since they were not answered accordingly. This 8382 questionnaires were used in the research (The returning rate of the questionnaire is 84%). In this respect, the group which the study is based on has been accepted as the control group. The term "control group" includes all the Open Education Faculty 1985-86 senior students.

Information Related with the students

The questions directed to the student themselves clude their departments, the regions where their student offices, their sex, age and marital status, the quality of the places they live in, whether they work out and what their financial resources are.

60% (5064 students) of the students in the control group attend the "Economics" program and 40% (3314 students) attends the "Business Administration" program. As stated previously 1178 students did not mail their questionnaires back and 389 students' questionnaires were not included in the study since they were not answered accordingly.

The students attending the Open Education Faculty programs are connected to the nearest Open Education Faculty student-offices where they live. The distribution of the senior students of the control gorup in terms of the student offices they are conneted is as follows: 45% (3776 students) is connected to the offices in the Marmara and the Aegean, 30% (2528 students) in Central Anatolia, 10% (848 students) in the mediterranean, 9% (754 students) the Black Sea and 6% (464 students) in the Eastern and South Eastern Anatolia Such a distribution is expected in that most of the students in the control group are not working, the population density is own in the Eastern parts where as it is high in the western parts and that big cities take place in the western parts.

Out of the control group students 29% (2432 persons) is female and 71% (5941 persons) male.

Another topic which has been anaysed is whether the age groups of the Open Education Faculty students would be different from those of the other university students since the Open Education Faculty has been using distance education method. It is seen in the answers to the questions related with age that 85% (7086 students) of the students are 25 or under 25 years old. This is an expected result beacuse in our country students of 18, generally start higher education and at the age of 21 or 22 they graduate. 15% of the control group belongs to the

other age groups. The distribution of this 15% group is as such: 13% of the control group is between 26-30 and 0.27% is over 40. In 1982-83 term the Open Education Faculty administration applied these students (the control group) a questionnaire and the question "How many times did you take the university entrance examination" was asked. 27% (6202 persons) of the answers indicated that it was the first, 37% (8507 persons) the second, 24% (5613 persons) the third and 10% (2474 persons) the fourth or more. It is seen that four years ago the 73% of the students who registered to the Open Education Faculty is over 18 whereas the university candidates are generally 18 years old in Turkey. This result related with the number of the university entrance exam shows that some of the Open Education Faculty students did not pass the university exam and quitted their education for a few years. This shows us another fact that the Open Education Faculty students are older than the other university students. Yet this can not be the only reason for this difference.

The age groups of the university students have been dealt with in a research, titled "Leisure Time Activities of the Higher Education Students..." (Gökmen and e.t. al: 1985). In this study the information obtained from the 9594 answers to the question related with age is as such: 71% of the students is in the 18-21 age group, 11% is 24 or above. This indicates that the Open Education Faculty Students are older than the other university students.

In our questionnaire 1985-86 senior student the question of marital status has been answered by the control group as such: 87% of the students is single, 13% is married. The group of single students is consisted of the following: 78% (6544 persons) is never married or engaged,

9% (722 persons) is engaged and less than 1% is divorced or widow/widower 5% (431 persons) is married without children and 8% (641 persons) is married and have children.

In the research mentioned above (Gökmen and et al: 1985, p:38) it is seen that the rate of married students is very low because of such reasons as compulsary attendance, economic difficulties and the difficueties of marriage without having a job. This rate can be considered important in terms of the Open Education Faculty students where there is no problem of attendance and in terms of the married students the rate of which is 13%. This bring another difference for the Open Education Faculty students as well as in terms of age group.

The questionnaire includes the question "Do you work?" in order to determine the students" economic conditions. From the answers to this question, it is seen that 40% (3360 persons) of the Open Education Faculty Senior Students do not work at any job. 59% (4968 persons) of the control group does his own work without payment or with payment or work for somebody with payment. 46 students did not answer this question.

In the research done by Gökmen (and et al) the question "Do you have a work to earn your living?" has been asked. 73% of the students who answered this question has stated that they do not work and 27% has stated that they work when the school is over or during a major part of the year (Gökmen and et al: 1985, p:42). In another research it has been discovered that 53% of the students do not work at any job and the rest of the students work during the holidays or part-time. (Ekşi: 1982, p:159). From the data obtained through these two researches mentioned it is seen that most of the university students

do not work because the attendance is compulsory. Whereas our study indicates that 59% of the Open Education Faculty students work and as it will be mentoned later - most of them work full-time. Consequently, it is dear that a greater majority of the Open Education Faculty students has started to work to earn a living.

The questionnaire also includes the question "What are your financial resource?". Those who answer this question as "from my family" consist of 35% (29861 persons) of the control group. The rate of those who rate that they cover all their expenses on their own is 30% (2498 persons). Those who state that then financial resources are their family and scholarships consist 12% of the control group whereas the rate of the students who rate that they cover their expenses with their income and also with the help of their family is 22% (1806 persons). The rate of the students who state that they have money different financial resources is 1,5% (121 persons), 16 students did not answer this question.

In the researches carried out on the university students (Abadan: 1961, p:104; Ekşi: 1982, p:159; Gökmen and et al: 1985, p:42) it has been observed that a great majority of the university students do not work and that most of the working students work during the summer time in holidays short terms or part-time. This means that the number of students who cover their expenses by themselves is not many. Therefore most of these students would have to be supported by their families or their relatives. In this respect it can be said that most of the Open Education Faculty students cover their expenses on their own. This is not an unexpected situation in terms of the number of the students, which is more than that of the other university students.

One of the different aspects of the Open Education Faculty is that it employs the distance education system and in this way it carries out the educational services into the places where they live or work. A university student has to live where his faculty is. The Open Education Faculty students were asked in the questionnaire about the kind of places they live in. This has been done in order to find out in what kind of places the Open Education Faculty Students live most. The answers to the question "What kind of a place do you live in?" 33% of the students live in metropolis, 28% in city-centers, 24% in towns and 10% in villages. Under the light of the above data it can be said that 1/3 of the Open Education Faculty students live in such places as towns and villages there are not many cultural activities and where the traditional structure is more dominant and technology is less dense.

The findings of the researches carried out on the university students by Abadan (1961); Ekşi (1982); Gökmen and et al (1985) and Ünver and et al (1986) indicate that these students come from provinces and big city centers. This shows that the university students have an opportunity to live in social communication cricumstances. However, the Open Education Faculty students come from smaller places and they have to stay in the same circumstanes to continue their education.

Under the light of the information that has been mentioned so far the results obtained can be summarised as follows: 15% the Open Education Faculty students are above 25 years old, 59% work at any job, 13% are married, 35% area financially supported say their families, approximately 30% live in places like towns and villages, 29% are females, 71% are males and 60% attend "Economics" program, 40% "Business Administration" pro-

gram and 45% of these students live in Marmara and Aegean Regions, 30% in Central Anatolia, 10% in the Mediterranean, 9% in the Black Sea and 6% in the Southeastern and Eastern Anatolia.

Information Related With Socio-Economic Conditions

The questions 9-23 in the questionnaire have been designed to obtain necessary information on the students' socio-economic conditions. This part deals with the information on the students' socio-economic conditions obtained from the answers to these questions.

The students were asked the question "Do you live with your father and mother?" The rate of the students who answered positive is 84% (7052 persons) and that of those who answered negative is 15% (130 persons). 30 students did not answer this question. It is natural that the mass of the students lives with their parents because they do not have to go to another city to attend the university with the help of distance education system. 15% of the students do not live with their parents because they are not alive or the students are married or they work somewhere away from their families. The Open Education Faculty students do not have the opportunity of staying at the State Dormitories. This is important because dormitories supply the students a social communication circumstances and the students living in dormitories have the change of living in big cities. Therefore it is not possible to compare the following result ".... approxmately 1/3 of the students live with their family, 1/3 live in rented flats or houses and 1/3 live in domitories" (Gökmen and et al: 1985, p:43) with that of Open Education Faculty students.

One of the most important factors in education is the student's family circle. The number of family members can be important in terms of family relationships. Therefore the question of "How many persons do you live with in the same house?" has been added to the questionnaire. A great part of the Open Education Faculty students stated that the number of family members is 4-5. The distribution of the answers to this question is as follows: 3% (227 persons) of the students live alone, 6% (516 persons) state that they share the house with another person, 31% (2601 persons) with 2-3 persons, 39% (3247 persons) with 4~5 persons, 21% (1762 persons) with 6 or more persons. 29 students didn't answer this question.

The same group of students were asked -in 1982-83 term- When registering to the Open Education Faculty - the question of "How many persons do you have in your family?". The distribution of the 22821 answers to this question is as follows: 2% (445 persons) of these students state that there are two persons at home, 4% (1819 persons) three, 19,5% (54450 persons) four, 25% (5683 persons) five and 46% (10424 persons) six or more persons. This data shows that the mass of students registered to the Open Education Faculty four years ago has the same family structure with the group of senior students today. The families of 60% of the Open Education Faculty students have five or more members. This finding shows that this rate is almost the same as the Turkey's average (DIE: 1980, p:13). In this respect it is not possible to compare the university students in Turkey with the Open Education Faculty students. However, it can be expected that the latter group has some differences in terms of their families.

The educational background of the persons whom the

students are in close contact with is also a very crucial factor in the students' adaptation to the society and in his training. In the researches carried on the social status of the students, the parents' educational background, the members of the family, the number of sisters or brothers, the place where the students live have been important variations together with the students' economic situations (Gündüz: 1980, p:59). Therefore, two questions on the educational backgrounds of the mothers and fathers have been added to the questionnaire. The distribution of the answers to both questions is as follows: 28% (23589 persons) of these students have illiterate mothers, 58% (4842 persons) have literate or primary school graduate - mothers, 7% (549 persons) have secondary - school graduate mothers, 6% (505 persons) have high-school graduate mothers, 1% (86 persons) have university graduate mothers. 42 students did not answer this question.

As for the fathers' educational background, 5% (452 persons) have illiterate, 60% (5037 persons) have literate or primary school graduate, 10% (873 persons) have secondary school graduate, 15% (860 persons) have high-school graduates, 8% (671 persons) have university graduate. 89 students did not answer this question.

The findings on the university students obtained through the studies by Gökmen and et al and those on the Open Education Faculty students show similarities in terms of the rates of the highschool and university versity graduate parents. This information has been presented comparetivaly in Table 1.

TABLE: 1
The Education Level Of The University Students' Parents

	EDUCATION LEVELS OF MOTHERS'			EDUCATION LEVELS OF FATHERS'		
LEVEL OF EDUCATION	EKŞİ 1982	GÖKMEN et al: 1985	DEMİRAY 1987	EKŞİ 1982	GÖKMEN et al:1985	DEMİRAY 1987
ILLITERATE	0,33	0.27	0,28	0,07	0,07	0,05
LITERATE AND PRIMARY SCHOOL GRADUATE	0,44	0,50	0,57	0,46	0,48	0,60
SECONDARY SCHOOL GRADUATE	0,10	0,07	0,06	0,13	0,10	0,10
HIGHSCHOOL GRADUATE	0,09	0,11	0,06	0,17	0,16	0,15
UNIVERSITY GRADUATE	0,03	0,05	0,01	0,13	0,19	0,08

Ref: (Demiray: 1987, p:32)

The answers obtained from the questionnaire given to the senior students four years ago are as follows:28% have illiterate mothers and 5%illiterate fathers.60% have primary school graduate mother. 63% primary school graduate fathers and 6% have secondary scholl graduate mothers and 10% fathers, 1% have universty gradu-

ate mothers, and 8% fathers. This indicates that the students who registered to the Open Education Faculty four years ago and the senior students today are almost the same in terms of their parents' educational background.
Another research compares the students who registered in 1982-83 term to The Open Education Faculty programs "Economic" and "Business Administration" with the students who registered to the EITIA -EACS- Economics and Administration programs (The students were given seats by the Universty Placement Center to the Eskişehir Economic and Commercial Sciences Academy in 1982-83, and in November, 6, 1982 Eskişehir Academy in as attacked to Anadolu University). In term of the educational background of the parents. And it is seen that the Open Education Faculty students have parents whose educational levels rather low whereas other universty students have parents whose educational level is high. The number of the Open Education Faculty students whose parents are not literate is very high. (Gündüz: 1985, p:60)

The data mentioned above can briefly be summarized as such: It has been observed that there is adifference in terms of parents' educational background for both the Open Education Faculty students and the other universty students. The number of students who have highschool graduates among the universty students is more than those of the Open Education Faculty students. The educational background of the Open Education Faculty students is rather low.

An important point here is that the Open Education Faculty Studends' fathers have a higher degree of education than their mothers (Table 1).

The occupation of parents can also be important factor

for a higher education students. Therefore the question of the parents' occupation has been added to the questionnaire.From the answers it has been observed that 93% (77763 persons) of the Open Education Faculty students have not-working mothers. 6,5% of the mothers have such occupations as follows: l% (lll persons) are are seasonal workers or unemployed , 5% (378 persons) are workers, officials or retired, 0.6%(57 persons) are doing their own work, shareholder employer or business woman. On the other hand the fathers of 12% (1018 pesons) of the students are unemployed or seasonal workers, 54% (4494 persons) are workers, officials and retired, 17% (l426 persons) are tradesman, 3% (279 persons) are doing their own work (such as doctors, lawyer, engineers, etc,) 10% (812 persons) are employers or farmers. 353 students did answer this question.

Another research done in 1975 indicates that approximately 90% of the university students have mothers who are not working (housewives) and 50% have fathers who are workers, officials and retired (Ekşi: 1982, p:160).

The monthly income of the Open Education Faculty students' families has also been asked in the questionnaire. The distribution of the answers to this question is as such: Those whose monthly income is less than 30.000 TL. consist of 8% (700 persons) of the control group, those whose income is between 30.000 - 60.000 TL. consist of 35% (3239 persons) of the control gorup, those whose income is between 60.00 - 120.000 TL. make up 38% (3205 persons), those whose income is between 120.000 - 230.000 TL. make up 14% (1145 persons) and those whose income is more than 230.000 TL. consist of 4% (355 persons) of the control group 61 students did not answer this question.

It is rather difficult to make comparisons in terms of the distributions of students' income shown in the other studies because Turkey has had financial fluctuations in the recent years. Howevers, the study carried out by Gündüz in 1982 has indicated that the question of monthly income asked to the students who registered to EITIA - EACS- in 1982 and those who registered to the Open Education Faculty programs is in the same income categories. Table 2 shows the findings of the research mentioned above.

TABLE: 2

MONTHLY INCOME LEVEL	OPEN EDUCATION FACULTY (1982)		ESKİŞEHİR ACADEMY (1982) (Eskişehir Academy of Commercial and Sciences)	
	Number	Percentage	Number	Percentage
Under 10.000 TL.	3441	0,14	77	0,10
10.000 - 24.999 TL.	14340	0,59	472	0 59
25.000 - 49.999 TL.	5533	0,23	203	0,25
50.000 - 74.999 TL.	929	0,03	39	0,05
Above 75.000 TL.	322	0,01	14	0,01
TOTAL	24565	100	805	100

Reference: (Gündüz: 1985, p: 62), $X^2_{(4)}=16,99$; $p<0.01$

In order to find out whether there is a difference in term of the monthly income of the university students and the Eskişehir Academy (later the Open Education Faculty) students khi square test has been applied to the frequencies. The result shows that there is a difference between the two groups in terms of monthly income. ($X^2_{(4)}=16,99$, $p<0.01$). The lowest income category rather includes the Open Education Faculty students (Gündüz: 1985, p:62).

The questionnaire includes another question on the family's monthly income interms of the number of the members earning a living? The distribution of the answers to this question is as follows: 46% (3825 persons) state that there is one persons earning a living, 39% (3239 persons) two, 12% (1017 persons) 3, 2% (191 persons) 4 and 1% (66 persons) 5 or more. 44 students did not answers this question. As it is seen in almost half of the families one family member earns their living.

In this respect, there is a parallelism between almost half of the students having in come less than 60.000 TL.

The question of "How many rooms -except kitchen and bathroom- do you have in your house?" was asked in the questionnaire. The distribution of the answers to this question is as follows: 3% (219 persons) have stated that they have one room, 19% (1616 persons) two rooms, 54% (4990 persons) three rooms, 19% (1600 persons) four rooms, 6% (462 persons) five or more. 21 students did not answer this question.

The Open Education Faculty students have been asked the question of whether they have a study of their own. The distribution of the answers to this question is as

follows: 51% (4312 persons) have stated that they have a study of their own, 48% (4038 persons) have stated that they do not 32 students did not answers this question. The students were asked the same question four years ago and from the 22708 answer it was observed that 50% (11283 persons) of the students did not have a room of their own. Therefore, there is not an important difference in terms of the students' having a study of their own-four years ago and today.

The questionnaire includes such questions as whether the control group has the mass-media at home and the other facilities determining their social status. One of these question is: "Do you have a tape recorder or a radio you can use at home?". The distribution of the answers to this question are as follows: 6% (543 persons) have no radio or taperrecorder 23% (1893 persons) have radio only and 3% (228 persons) have only tape recorders. The rate of those who have both radio and tape recorders is 67% (5618 persons). 64 students did not answer this question.

As for TV and video; 10% (795 persons) have none of them, 44% (9733 persons) have only B/W TV, 36% (3048 persons) have color TV. Thus approximately 80% (6781 persons) have TV at home (when both B/W and color TV are considered together). 9% of the students have both TV and VCR. 19 students did not answer this question.

The other facilities asked to the questions are such ones as videos, cars, telephones and owning a flat/ house. These facilities can be thought as the determiners of social status. The distribution of the answers shows that 30% of the students have none of such facilities, 30% have only one of them and 40% have two or three of

those facilities. When this group has been analysed in detail, it is seen that 23% (1959 persons) have two of these facilities, 11% (936 persons) three, 4% (373 persons) four of them. 29 students did not answer this question.

The rate of the Open Education Faculty students who live with their families is about 85%. Although the Open Education Faculty students have a higher range of average age than the other university students, a greater part of them live with their families. Because they carry on their education through the distance education method. Therefore, they do not have to more to the cities where the higher education institutions are. In this respect the family's attitude towards the students gains importance. Therefore, the students have been asked such questions as who is dominant in the important decisions taken and how much tolerance the family elders and parents show the students.

The distribution of the answers to the question of "Who usually takes important decisions in your family?" is as such: 51% (4247 persons) have stated that they take important decisions "together with all family members". In other words it can be said that half of the Open Education Faculty students takes part in the important decisions. 1238 students who state that the important decisions are taken by their father only consist of the 15% of the control group. Those who state that their mother are dominant in decision making. In other words 1/5 of the Open Education Faculty students' parents take part in decision making together. 12% (1007 persons) of the students state that the elders in their family together with their parents take part in decision-making. 19 students did not answer this question.

The answers to the question of tolerance is as follows:

1% (104) student state that they show "no tolerance", 7% (547) students "too little", 26% (2182) students "too much", 49% state that sometimes "positive", sometimes "negative", 17% (1338) students state that there is "no interference". 87 students did not answer this question .

When the answers "too much tolerance"' and "no interference" are considered together, it is seen that 43% (3570) students of the control group have democratic families. When the 48% answers "sometimes positive, sometimes negative in terms of tolerance" are added, it is seen that 99% of the Open Education Faculty students have democratictoan extent - families.

The study done by Ekşi has show ihat approximately 25% of the students take part in decision making with the family members. The rate of taking part in decision-making increases from 25% to 60% when the question is concerved with the alternatives "to discuss the topic in the family" and "In my family men and women discuss the problem equally but what the men say is done primarily". In this respect, it can be said that 1/4 of the families have a democratic atmosphere which the problems are discussed and the decisions are equally taken. (Ekşi: 1982, p:169).

Another research on how the students regard their families in terms of "independence", "responsibility" and "decision-making on their own" was carried out on 4518 students who registered to İstanbul University in 1977-1978 educational year by Ekşi. In this study published in Ekşi's "Our Youth And Their Problems" the students have been asked to state the characteristics whether their parents give importance or not. The answers to the questions including the characteristics (or chosies) as a) independence, b) having responsibilites, c) decision-making on

their own have shown that the parents of 56% of the students give importance on their students' being independent, 82% on having responsibilities, 68% on giving decisions by themselves (Ekşi: 1982, p:195).

It has been observed that the same results have been obtained in the research titled "The Leisure Activities of The University (Higher Education) Students and the Levels of Realizing Themselves". In this research the question of "How is your family's general attitude to you?" has been asked the students. The distribution of the answers to this question is as such: 51% of the students have stated that their family's atfitude is "democratic", 33% "helpful", 7% "authoritative" and 4% "indifferent". The rate of the students who have selected "others" choice is 5%. (Gökmen and et al: 1985, p:40)

In the light of the above data it can be said that the students who state the idea that their families are democratic have appropriate family circles. In this respect there seems to be no difference between male and female students. However, when the answers in terms of the "degree of tolerance" their families show the number of male students who are more tolerated is higher than that of female students.

The characteristics of the students in this research can be summarized as follows: Most of these students work out they are older than the other university students and are married at a higher degree than the university students. Their financial status is not very high and almost half of them live in towns, counties and villages. Most of the students live with their families and almost half of them live with five or more members of their families. The rate of their parents' educational background is a little lower (especialy the rate of the university graduates is very little).

The Open Education Faculty students' mother have lower educational level than that of the fathers'. In terms of parents' occupational status, most of the mothers are housewives, most of the fathers are workers, officials or retired. When this is compared with those of the other university students it is seen that there is not a great difference. In the families of most students one person supports the family, in half of them two or more persons support the family financially. 72% of the students' families have a monthly income of between 30.000 TL. and 120.000 TL. For most of the students their houses are sufficient in terms of the number of rooms. Half of the students have a study room of their own. In terms of the facilities and the mass-media used it can be said that the students have enough of them. These students regard their families a bit more democratic than those of the other university students. The same is valid for them in terms of their communication and interactions with their families.

Use of Time

In order to determine the students time usage, the questions on the weekly hours of work, the daily hours of study and the hours for leisure time a day have been asked. The questions are about these topics.

The question "If you work out how many hours a week do you work?" has been answered by 41% (3416) students as "I do not work at any job", 4: (315) students "under 20 hours" and 16% (1335) "20-40 hours", 24% (1991) students "41-50 hours" and 13% (1130) "more than 50 hours". 195 students did not answer this question.

As observed in the answers 41% of the student do not work at any job and 53% work for more than 20 hours a

week. This shows that 37% of the students in the control group work full-time.

The question "Can you study regularly, if so how many hours a day do you study?" have been answered in the following way: 48% (4013) students state "I cannot study regularly", 6% (500) "less than an hours", 30% (2505) students "1-2 hours", 13% (1112) "3-4 hours", 3% (210) "5 hours or more". 42 students did not answer this question. From the answers it is observed that approximately half of the students do not study regularly, 43% study for 1-4 hours, 16% for 3 hours or more.

The last question on the students' use of time is this: "How many hours a day on average do you spare for leisuer time activities?". The distribution of the answers to this question is as follows: 22% (1872) of the students state that they have no leisure hours, 34% (2862) for "1-2 hours", 28% (2382) for "3-4 hours", 11% (931) for "5-6 hours" and 4% (314) for "7 hours or more". 21 students did not answer this question. This distribution shows that for half of the students the leisure hours are 1-4 hours and for 15% of them it is more than five hours.

In this respect, it can be said that as the number of working hours increase, the number of study hours decrease. This is because the hours for sleeping and the other daily needs will not change. In order to determine whether such a situation exists the answers to both questions have been analysed together. The answers to the question "If you work out how many hours do you have to be at work?" (i, e the answers those students who do not work, who work for 20-40 hours a week (part-time) and those who work for 41 hours (full-time) give have been considered together with the answers given to the question "Can you work regularly, if so how many hours do you

spend studying?" (i, e not regularly and less than 1 hour, 1-2 hours a day, 3 hours and more) and the situation is presented in Table 3.

TABLE: 3

The Period Of Working Hours and Time For Study

Question 24 \ Question 25		TIME FOR STUDY			
		Not Regular and Less Than 1 Hour	1-2 HOURS A DAY	MORE THAN 3 HOURS	TOTAL
NOT WORKING AT ANY JOB.	No	1502	1245	969	3716
	Line%	40.4	33.5	26.1	45.5
	Column%	33.9	50.8	75.8	
	Total%	18.4	15.3	11.9	
20-40 HOURS (PART-TIME)	No	777	429	124	1330
	Line%	58.4	32.3	9.3	16.3
	Column%	17.5	17.5	9.7	
	Total%	9.5	5.3	1.5	
MORE THAN 41 HOURS (FULL-TIME)	No	2150	777	186	3113
	Line%	69.1	25.0	6.0	38.2
	Column%	48.5	31.7	14.5	
	Total%	26.4	9.5	2.3	
TOTAL	Number	4429	2451	1279	8159*
	%	54.3	30.0	15.7	100.0

223 Student are out of this analysis.

$x^2_{(4)}=782.37$, $p<0.01$

As seen in Table 3 there is a relevant relation between the period of study hours and that of working hours. As it is expected the more the number of working hours are, the less the number of study hours become and the study hours become irregular.

The rate of those who work at a job is 21%, that of those who do not work is 73%. It is seen that the raet of the students who work for most of the year is 6% (Gökmen and et al: 1985, p:42). When the fact that the this number is twice as many of the university students in the other higher education institutions.

The above mentioned data can briefly be summarized as follows: It is seen that about half of the Open Education Faculty students study for less than an hour and not regularly and that the raté of those who study for 1-2 hours a day is 30% and that of those who study for 3 or more hours is about 15%. This study has stated that there is a relevant relation between the period of study hours and that of working hours. In other words, the more the number of working hours are the less the number of study hours become.

A final point in the Open Faculty Students use of time is that 22% of the students state that they have no leisure hours and 34% 1-2 hours for leisure. This indicates that about 60% of the control group do not have leisure hours apart from every day activities like sleping, teeding and work and study hours. In the research done by Gökmen and et al it has been seen that the university students have on average 1 hour 10 minutes a day as their leisure hour during the teaching term. During the holidays this average figure becomes 1 hour 35 minutes (Gökmen

and et al: 1985, p:57).

In the study titled "Results of The Questionnaire on How The Students Living In Dormitories Spend Their Leisure Time" Living In Dormitories it is observed that 1-2 hours of leisure a day, 14% have more than 3 hours, 12% have no time for leisure (Yurtkur: 1967, p:35).

In this way it has been understand that the public's idea that the Open Faculty students can have more time for leisure just because they do not have compulsory attendance is not correct. This mistaken idea can be based on the thought that the public has not yet realized that most of the Open Education Faculty students work out.

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